



Development Matters 2020

A focus on communication and language

What this session will cover

- Overview of the approach to communication in the reformed EYFS
- English as an Additional Language
- Curriculum planning
- Assessment and workload
- Working with parents

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Key points

- Support for children as they learn English as an additional language
- Help every child to take part and thrive in our early years curriculum



Improving communication matters

Vocabulary at 5 is a strong predictor of children's later success in school

The SSLIC programme at the Centre for Inclusive Education found that improving communication in the early years and KS1 had a very significant impact on children's emotional and wellbeing

Fundamental to children's play, learning, making friends, solving conflicts and expressing their needs

Early Years Toolkit

An accessible summary of educational research for early years teaching

Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strength ^

Impact (months) ^

Filter results by keywords



Reset ↺

Download Toolkit

Built environment

Very low or no impact for low cost, based on very limited evidence.



0

Communication and language approaches

High impact for very low cost, based on extensive evidence.



+6

Digital technology

Moderate impact for moderate cost, based on limited evidence.



+4

Earlier starting age

High impact for very high cost, based on moderate evidence.



+6

Education Endowment Foundation

Bilingual children

- It is assumed that young children will “pick up” English naturally and very quickly’. In fact, learning a second language is hard, and children need skilful support from us. We also need to value and support their first language.

naldic *the national subject association for EAL*



**Prioritise the
development of
communication and
language**



Language provides the
foundation of thinking
and learning and should
be prioritised.

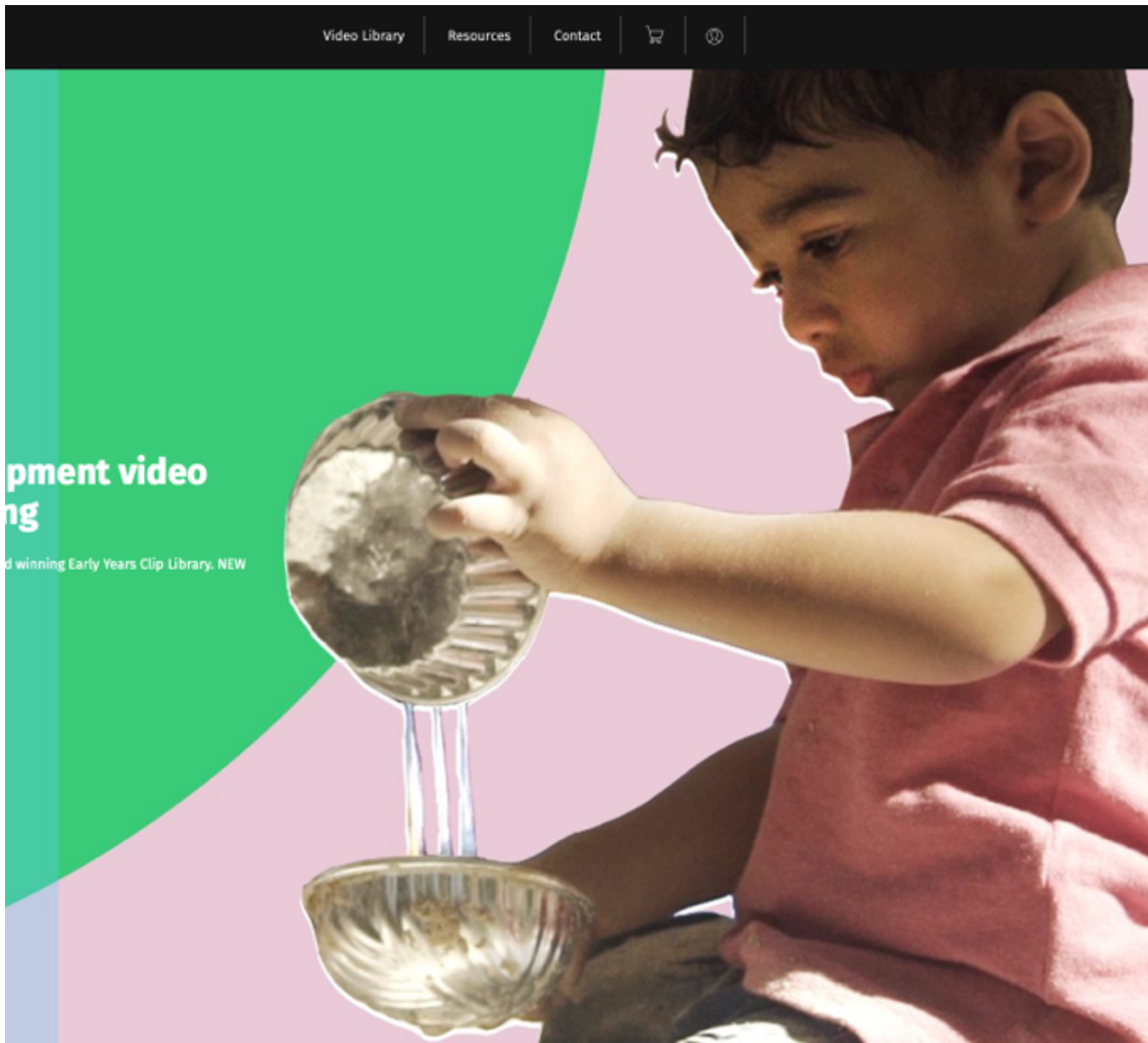
EEF Guidance Report: Preparing for Literacy

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking *to* children.

Adults have a vital role to play in modelling effective language and communication.

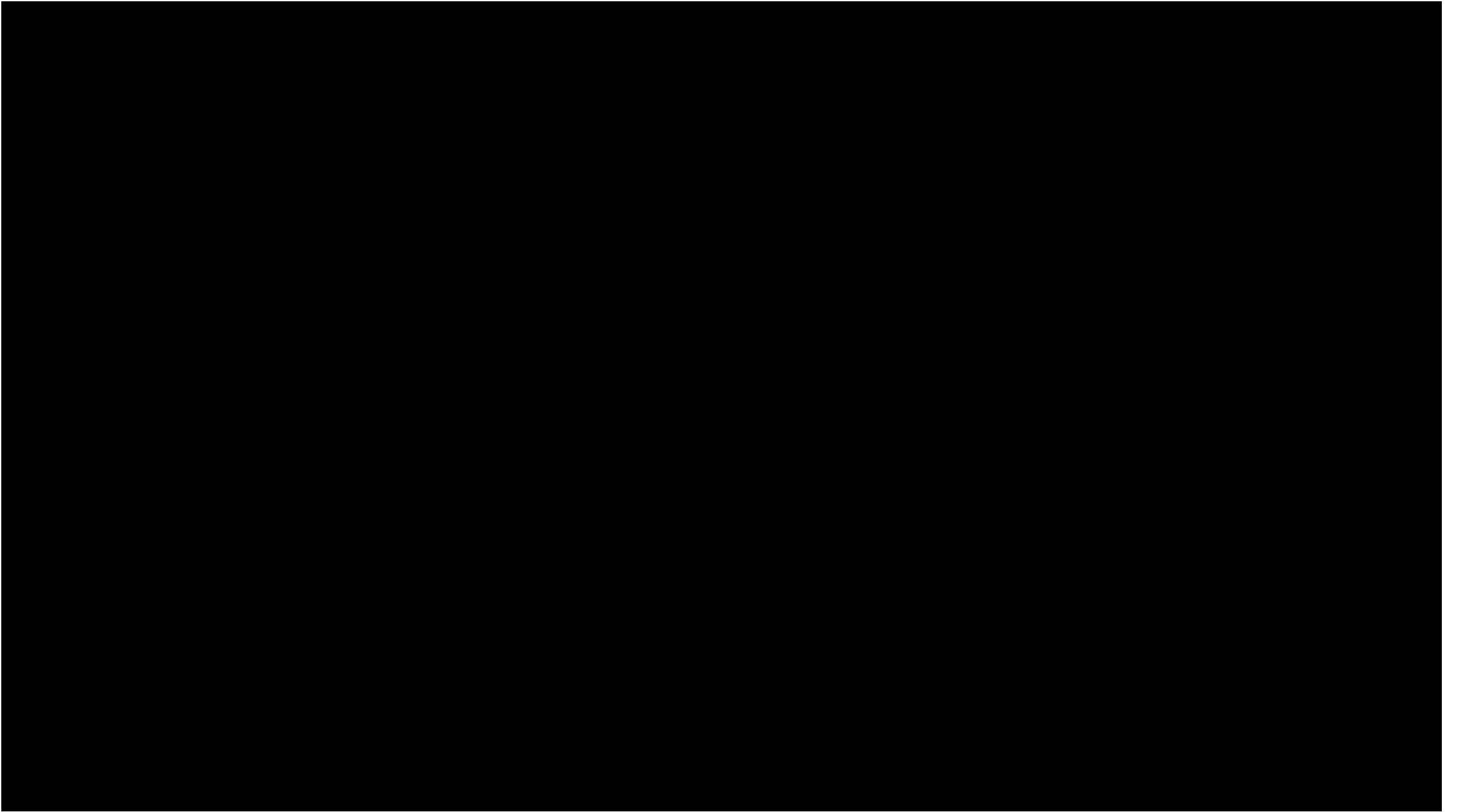
Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

EEF Guidance Report: Preparing for Literacy



Listening to children and having conversations with them

- Two year old Skye plays with a basket of natural materials, shells, sticks, stones etc. with another child and the practitioner. They talk about the objects and what they can do with them.
- Available from Siren Films – you can have a 30-day trial period at no charge, no bank details needed



SHARED BOOK READING

Think about this as sharing books with children, not 'reading to children': you can use books as a way of starting conversations.



PEER FRAMEWORK

1. Prompt the child to say something about the book.
2. Evaluate their response.
3. Expand their response by rephrasing or adding information to it and;
4. Repeat the prompt to help them learn from the expansion.

Prompts you might use...

Leave a word out – 'Humpty Dumpty sat on the ----'

Ask children about the pictures;

1 wonder what the caterpillar is doing now?

Is this Spot under the box?

Manor Park Talks

Listening to children and having conversations with them

CONVERSATIONS WITH CHILDREN

Playing with children, following their interests and drawing their attention to interesting things (developing 'joint attention')



Four finger rule: Aim for four comments to every question.

Ten second rule: Give children time to process what you've said and reply.



Develop longer conversations: Like a serve, return and rally in a game of tennis.



Listen and wait until the child is ready to speak, then recap or add one or two words



Make time for conversation: make sure you aren't always busy and rushing from one thing to the next.



Set aside 10 minutes every day to play with and listen to your child, avoid distractions, turn off mobiles, tablets, music and TV's for quality time together.



Sheringham Nursery School and Children's Centre

UCL Institute of Education

Education Endowment Foundation

Contact: www.eleyssp.co.uk

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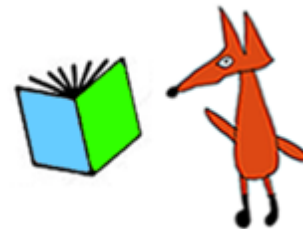
Shared book reading

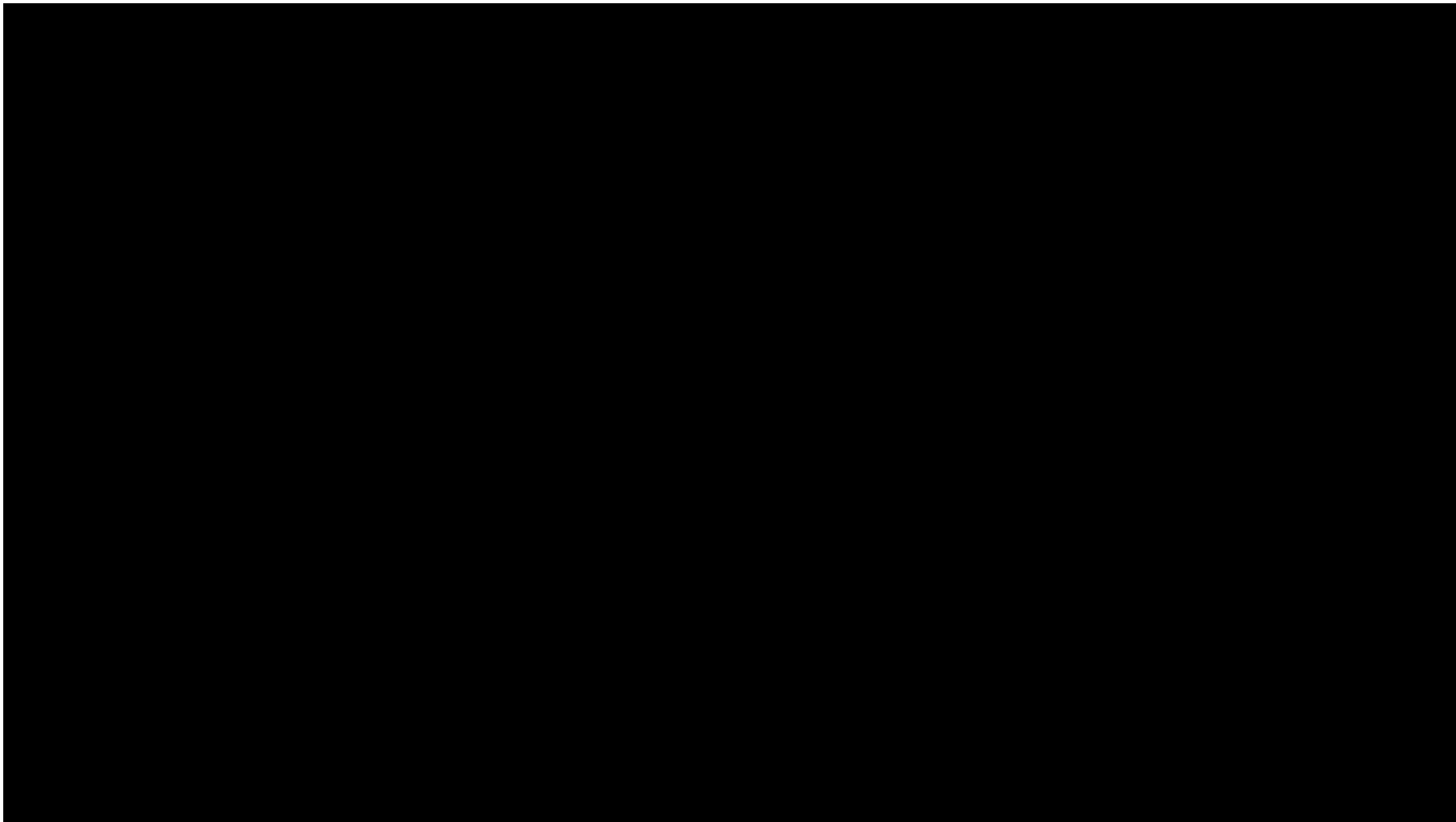
- Dialogic reading (shared book reading) means using books as a focus for conversation
- It's important to check your book collection: are there many books which children will relate to and want to talk about?
- Are books high quality?
- Do books promote equality e.g. positive images of what girls and boys can do; anti-racist; include people with disabilities special educational needs?

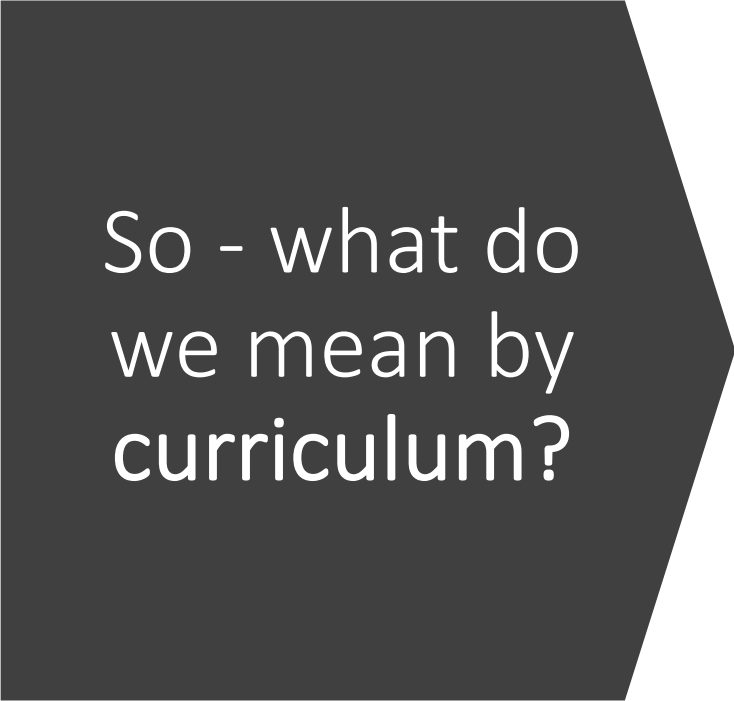
- For a helpful list of high-quality books to use with young children, listed by age-range, check www.lovelymybooks.co.uk
- Love My Books has a wealth of resources to share with parents, too – like videos and activities to do at home



LoveMYbooks







So - what do
we mean by
curriculum?

3. The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

So - what do we mean by curriculum?

-
- UNESCO (2016) – a curriculum for early childhood education can:
 - interrelate development and learning processes;
 - systemize and organize educational work;
 - lighten the pedagogical role of the educator by providing him/her with guidance in the learning activities;
 - enable children to construct meaning based on and make sense of their learning experiences.



United Nations
Educational, Scientific and
Cultural Organization



Thinking about balance

Children's interests and fascinations

Irresistible talking and learning points

Building on children's strengths and also widening their experiences and horizons

Child-led AND adult-guided – with more adult-guided learning as children get older in the phase

Denis wants to count



What can we do to improve provision for children?

'Support knowledge, confidence, risk-taking and autonomy in the children's learning, through play and playful interactions'



Fostering Effective Early Learning (FEEL) Study
April 2018



Final Report

Funded by
NSW Department of Education (DECEAR-15-35)
2015-2017

Report prepared by
Early Start, University of Wollongong

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Dr. Betty Luu

What can we do to improve provision for children?

'each child is supported according to their needs, by educators who use a range of different teaching and learning strategies, together with a comprehensive and relevant content knowledge, that they apply flexibly with contextual, individual, and socio-cultural sensitivity.'



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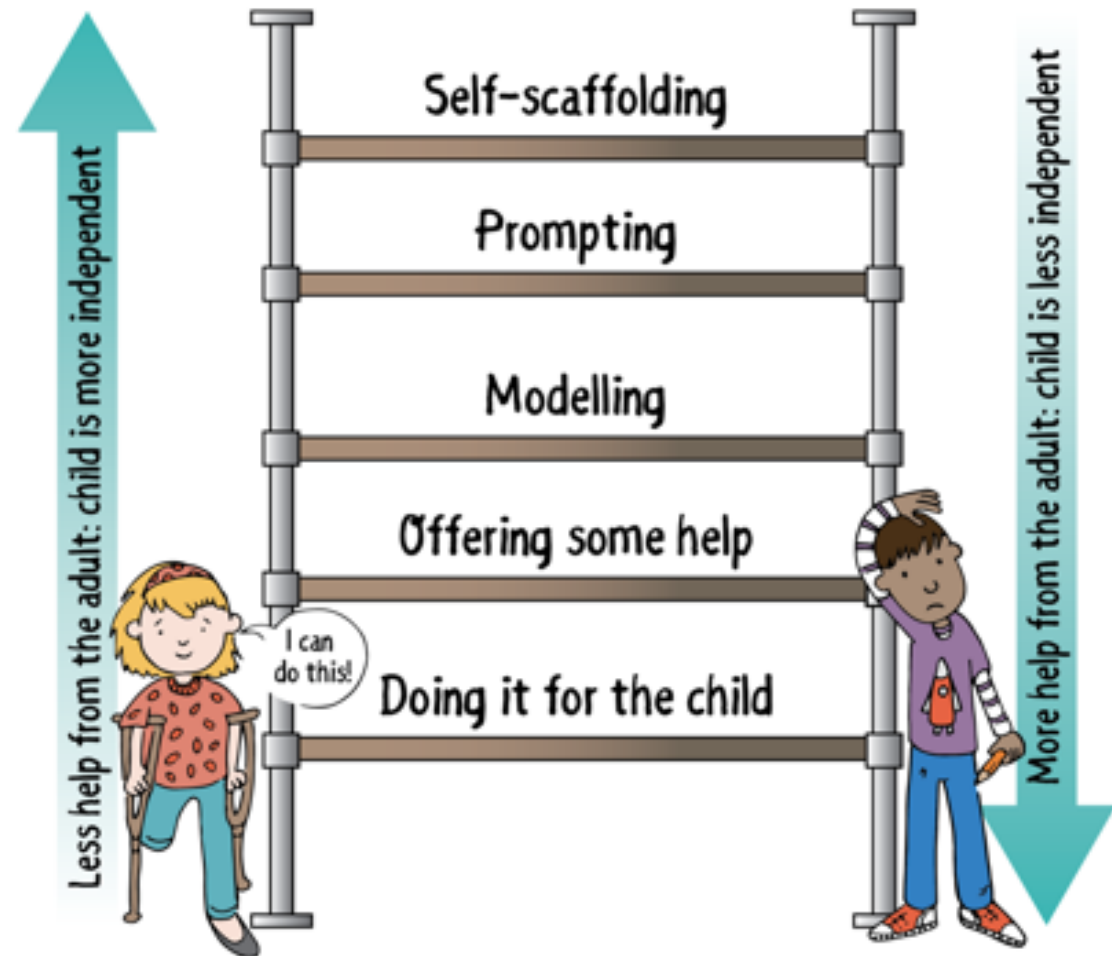
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5. Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

Scaffolding up or differentiating down?

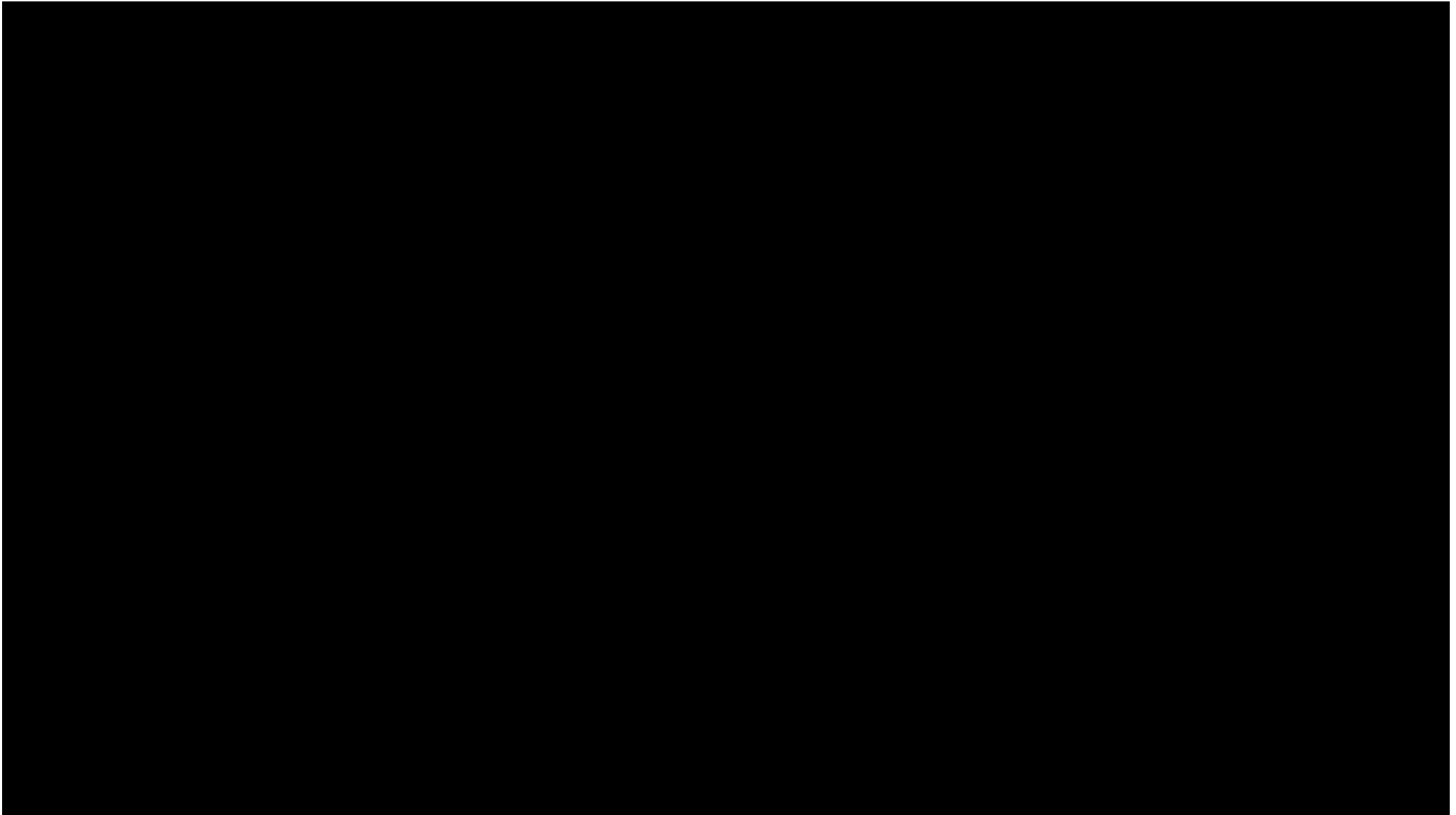
- Where young children are seen to be struggling, practitioners do not focus their attention on helping them to take part in the mainstream curriculum. Instead, they offer them a different curriculum, with more focus on activities to promote personal, social and emotional development, and more creative activities
- EPPSE Project (Sylva and others, 2004)



Feedback

- This type of assessment can make a positive difference to children's learning
- The best evidence we have comes from the EPPSE Project (Sylva and others, 2004) - 'Sustained Shared Thinking' (SST)





Universally Speaking

The ages and stages of children's communication development
From birth to 5 years

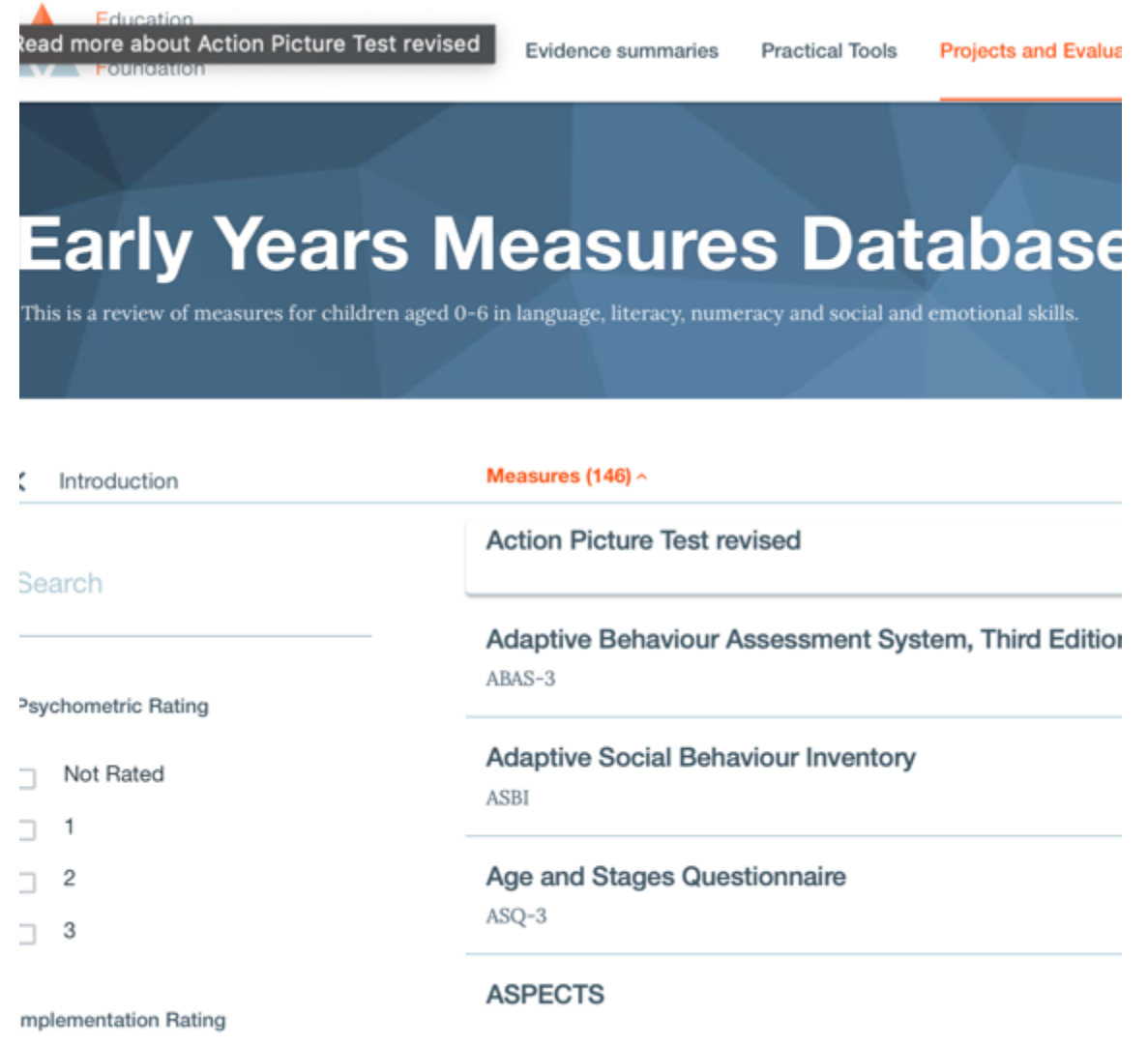


High-quality assessment

- A precise focus on what a child can do, and can't do yet
- Spend more time observing and getting to understand children who seem to be experiencing difficulties
- We can help most children in the early years by ensuring our day to day practice is as good as we can make it
- Checkpoints, not checklists
- Use the right tools for the job

Early Years Measures

- Diagnostic assessment can help us to identify where a child has specific difficulties with their learning, so we can give them the help they need quickly
- These assessments support your professional judgement. They don't replace it.



The screenshot shows the homepage of the 'Early Years Measures Database'. At the top, there is a navigation bar with links: 'Education', 'Read more about Action Picture Test revised', 'Evidence summaries', 'Practical Tools', and 'Projects and Evaluation'. Below the navigation bar is a large blue banner with the title 'Early Years Measures Database' in white. Underneath the banner, a subtitle reads: 'This is a review of measures for children aged 0-6 in language, literacy, numeracy and social and emotional skills.' Below the banner, there is a sidebar on the left with a search bar and a 'Psychometric Rating' section. The main content area on the right lists several measures, each with a title and a brief description.

Education
Read more about Action Picture Test revised
Evidence summaries
Practical Tools
Projects and Evaluation

Early Years Measures Database

This is a review of measures for children aged 0-6 in language, literacy, numeracy and social and emotional skills.

Introduction
Measures (146) ^

Search

Psychometric Rating

- ☐ Not Rated
- ☐ 1
- ☐ 2
- ☐ 3

Implementation Rating

Action Picture Test revised

Adaptive Behaviour Assessment System, Third Edition
ABAS-3

Adaptive Social Behaviour Inventory
ASBI

Age and Stages Questionnaire
ASQ-3

ASPECTS

Toolkit Strand ^	Cost v	Evidence Strength ^	Impact (months) v
Early numeracy approaches High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Communication and language approaches High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Earlier starting age High impact for very high cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Play-based learning Moderate impact for very low cost, based on very limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Self-regulation strategies Moderate impact for very low cost, based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Digital technology Moderate impact for moderate cost, based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Early literacy approaches Moderate impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Extra hours Moderate impact for very high cost, based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3

Parental engagement Moderate impact for moderate cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Physical development approaches Moderate impact for very low cost, based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
Social and emotional learning strategies Moderate impact for moderate cost, based on very limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
Built environment Very low or no impact for low cost, based on very limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0

The Early Years Toolkit



Presents 12 approaches for **improving** teaching and learning summarising:

its average **impact** on attainment;
 its **cost**;
 the **strength** of the evidence supporting it.

Good starting point for professional conversations

Reflection points

What will make the most difference to children's learning?

Staff skills and professional knowledge

The enabling environment

Pedagogy: helping children to learn

Assessment minute-by-minute: scaffolding and feedback

Diagnostic assessment: if you're worried a child is struggling

Summative assessment: supports structured conversations with parents, transition, and evaluating our curriculum

Working in partnership with parents

- The Home Learning Environment makes the single biggest difference to a child's development and learning
- Respectful partnerships with parents
- Listening as well as sharing information
- Understanding diversity
- Recognising that the parents who might need the most support and help might also be the least likely to attend workshops and other events



Simple, fun activities for
kids, from newborn to five



Respectful partnerships with parents

Key points

- It's what we do that makes the difference
- The large majority of the evidence relates to play-based and playful approaches to learning
- High quality childcare is essential
- Professional development



Find out more

- Independently written guide to download as a PDF and links to other free resources:
- www.development-matters.org.uk

Working with the revised Early Years Foundation Stage Principles into Practice

Julian Grenier

